

THEATRE (9-12)

VENDOR: _____

INSTRUCTIONAL MATERIALS: _____

SUBJECT: _____

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The goals of the theatre program are to provide students with the knowledge and skills to effectively act, write scripts, design, produce, direct, and research theatrical projects. The theatre program includes content that integrates art forms and provides opportunities for students to analyze, evaluate, and understand context. Instructional materials for this content may include but not be limited to textbooks, scripts, multimedia materials, computer resources, films and recordings. The instructional materials should provide students with opportunities to perform the following:

A. SCRIPT WRITING

- _____ 1. Use a variety of well-written scripts for classroom performance.
- _____ 2. Write, perform, and evaluate scripts for plays based on spin-offs from existing works, histories, myths, stories, news events, and life.
- _____ 3. Develop original dramatic pieces for monologues, scenes, or short plays developing character, human interaction, conflict, and resolution.
- _____ 4. Write scripts for multiple media with attention to subtext, character motivation, dramatic problems, complications, crisis, climax and resolution.

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B. ACTING

- _____ 1. Demonstrate, compare, and contrast the physical, social, and psychological dimensions of characters from dramatic texts (e.g., scripts, monologues).
- _____ 2. Analyze text for informational clues relevant to creating a multi-dimensional character.
- _____ 3. Identify and demonstrate selected contemporary and historical styles of theatre/ drama.
- _____ 4. Explain various contemporary and classical acting techniques, methods and conventions (e.g. Greek mask, Kabuki, period styles, etc.).
- _____ 5. Develop contrasting, consistent characters from classical, contemporary, realistic, and nonrealistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.

C. DESIGNING AND PRODUCING

- _____ 1. Identify and explain the basic physical and chemical properties of the technical aspects of theatre (e.g. light, color, electricity, paint, and makeup).
- _____ 2. Collaborate with directors to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions.
- _____ 3. Distinguish among a variety of dramatic texts from cultural and historical perspectives to determine production requirements.
- _____ 4. Develop designs that use visual and aural elements to convey environments that clearly support the text.
- _____ 5. Safely construct and effectively operate technical aspects of theatre, film, television, or electronic media productions.
- _____ 6. Apply technical knowledge and skills to collaboratively and safely solve the problems of creating functional scenery, properties, lighting, sound, costumes, and makeup.

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- _____ 7. Create and implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions.
- _____ 8. Explain the impact of scientific and technological advances on set, light, sound, and costume design and their implementation for theatre, film, television, and electronic media productions.
- _____ 9. Use software relevant to design of all technical aspects of theatre and multi-media.

D. DIRECTING

- _____ 1. Develop multiple interpretations for scripts and productions.
- _____ 2. Explain the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions.
- _____ 3. Research and justify selections of text, interpretation, and visual and aural artistic choices.
- _____ 4. Collaborate with designers and actors to develop aesthetically unified production concepts for theatre, film, television, or electronic media productions.
- _____ 5. Effectively communicate directorial choices to a small ensemble for improvised or scripted scenes.
- _____ 6. Conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals.

E. RESEARCH

- _____ 1. Identify and research cultural, historical, and symbolic clues in dramatic texts, and evaluate the practicality of the information to make artistic choices for use in informal and formal productions.
- _____ 2. Research and describe appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for theatre, film, television, or electronic media productions.
- _____ 3. Locate and use websites with theatrical links and networking capabilities.

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F. COMPARING AND INTEGRATING

- _____ 1. Compare and contrast the basic nature, materials, elements, and means of communicating in theatre, dramatic media, musical theatre, dance, music, and visual art.
- _____ 2. Compare and contrast the interpretive and expressive nature of several art forms in a specific culture or historical period.
- _____ 3. Explain how other art forms are modified to enhance the expression of ideas and emotions in theatre.
- _____ 4. Compare and contrast the interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary art forms.

G. ANALYZING, CRITIQUING, AND CONSTRUCTING MEANINGS

- _____ 1. Articulate social concepts (e.g. themes, lessons, attitudes, values, morals, etc.) from informal and formal productions and from dramatic performances from a variety of cultures and historical periods; and relate these to current personal, national, and international issues.
- _____ 2. Identify the conventions of nontraditional theatrical performances.
- _____ 3. Analyze, compare, and evaluate differing critiques of the same dramatic texts and performances.
- _____ 4. Research and critique several dramatic works in terms of aesthetic philosophies (e.g. the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India's classical drama, Japanese Kabuki, and others).
- _____ 5. Gather and evaluate critical comments about personal dramatic work (e.g. theatre portfolios); select points for further development using evaluation tools.

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H. UNDERSTANDING CONTEXT

- 1. Compare how similar themes are treated in drama from various cultures and historical periods, demonstrate with informal performances, and discuss how theatre can reveal universal concepts.
- 2. Research the social and aesthetic impact of underrepresented theatre and film artists.
- 3. Identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods.
- 4. Define the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods.
- 5. Research the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods.
- 6. Explain the historical and cultural influences on contemporary theatre, film, television, and electronic media productions.

I. ASSESSMENT

Assessment materials should include but not be limited to:

- 1. Performance based rubrics for:
 - a. acting.
 - b. directing
- 2. Criteria for portfolio evaluations in:
 - a. costume design/construction
 - b. make-up design/application
 - c. scene design/construction
 - d. lighting design
 - e. sound design
- 3. Content assessments for historical and theatrical styles.